

EXPLORING THE RELATIONSHIP BETWEEN MULTI-CULTURAL VALUES, LANGUAGE LEARNING ATTITUDES, AND ENGLISH-SPEAKING PROFICIENCY AMONG STUDENTS

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Abstract: One facet of teaching English that has been recognized is its emphasis on multicultural values. Learning a language is a great way to learn about a culture, literature, historical viewpoint, human experience, and personal preference. It is anticipated that students' perspectives on the presence of multicultural values will enhance the learning and teaching process. It is also anticipated that students' comprehension of multiculturalism will influence their attitude toward acquiring the language as well as their language proficiency. The focus of this research is on how students' understanding of multicultural values influences their attitudes to learning English and their level of speaking competence. A multivariate correlation strategy was used in this study. The data was gathered through a survey of students' views on multicultural values, students' attitudes on language learning, and a confidential online oral proficiency test. Low to moderate levels of correlation exist between these variables, according to this study's findings. The highest correlation exists between these three variables. To increase students' multiculturalism, motivation for language learning, and speaking ability, it is strongly recommended that essential multicultural values be implemented in EFL classrooms.

Keywords: Language learning attitude, Multicultural values, Speaking ability, Students' perception.

INTRODUCTION

Culture has played a significant influence in language acquisition (Holliday, 2013). He asserted that foreign languages can adapt to the cultures of various countries. It implies that in terms of language acquisition, culture is anticipated to facilitate comprehension. Learning a language allows one to have an understanding of its culture, literature, history, opinions, experiences, and preferences (Language Association, 2012). The necessity of communicating with someone of a different language and culture naturally brings up these issues. Multicultural values education is one component of English curriculum in Indonesia, according to the Ministry of Education and Culture. The English textbooks produced by the government were the focus of a critical discourse analysis by Setyono and Widodo (2019). In the issue of including multicultural values in English textbooks, they found that educators had access to the values in both the official government book and other resources (Setyono & Widodo, 2019).

The English textbook incorporated a range of multicultural principles, specifically focusing on diversity features and providing suitable strategies for addressing them. Pluralism, cultural variety, and character development can be identified as encompassing it. The integration of cultural variety into every aspect of an English textbook is anticipated to enhance students' enthusiasm to engage in learning. In their study, Wutun, Arafah, and Yassi (2018) examined the influence of students' home culture on the alleviation of speaking anxiety. They achieved this by integrating familiar subjects or experiences into the learning and teaching

methods. Given the aforementioned information, it would be of interest to explore the perceptions of students about the integration of multicultural values into the English language learning and teaching pedagogy.

The recognition of the English textbook that incorporates multicultural values is a crucial aspect that should be prioritized in the educational journey. The teacher, in their role as an intermediary between the values and students, must initially possess a comprehensive understanding of the values. In order to integrate values into the educational experience, it is important to recognize that not all intercultural values can be explicitly conveyed through textbooks alone. The incorporation of multicultural values is expected to positively impact the learning and teaching process from the student's standpoint. A study conducted by Pandian, Baboo, and Mahfoodh (2016), has shown that the inclusion of intercultural values has a beneficial impact on students' viewpoints. These advantages include an increase in student motivation and attitude toward study, the opportunity for active student participation, and an enhancement of the intellectual ambiance in the classroom.

According to Rivera (2010), multicultural principles prioritize the intellectual and emotional growth of students within an environment characterized by cultural heterogeneity. Many elements that influence students' development within higher education institutions, as well as the consequences of implementing multiculturalism efforts on students. This study further illustrated the alteration in students' disposition towards language acquisition as seen by their pre- and post-course ratings. According to Kormos, Csizér, and Iwaniec (2014), the manner in which instruction is conducted and knowledge is imparted within the classroom setting might potentially impact students' disposition towards the acquisition of language. The attitudes of students towards the teaching of English exert an impact on the processes of learning Yook and Lindemann (2013) add that the linguistic attitude within the English learning and instruction setting has a significant impact on students' motivation. The individual's intrinsic drive to acquire proficiency in the desired language, along with the potential for acquiring knowledge in a familiar context, will enhance their inclination towards language acquisition.

When considering the speaking proficiency of language learners, especially those whose first language is not English, they will encounter several challenges that must be addressed in order to improve their speaking skills. The objective of this study is to examine the correlation between students' impressions of multicultural values, their attitudes towards language learning, and their proficiency in English speaking, as indicated earlier. The following are the research concerns that were addressed in this study:

- a. Is there a notable association between students' view of multicultural values and their English-speaking ability, the relationship between students' language learning attitude and English-speaking ability, and the connection between students' perspective of multicultural values and their language learning attitude?
- b. Is there a notable association between students' perceptions of multicultural values, their attitudes towards language learning, and their proficiency in English speaking?

Literature Review

1. Multicultural Values

In the Indonesian curriculum, cultural diversity is one of the values that students are expected to acquire through the learning process. In addition, English textbooks in Indonesia contain multicultural values that students may discover. In the practice of English learning and teaching, the English textbook primarily becomes the standard for instructors to effectively manage their teaching time. Textbook, as a medium for communicating global or specific community values (Gebregeorgis, 2017), serves a dual purpose as a guide for imparting material knowledge.

An Indonesian-approved book has provided multicultural values in accordance with the objective of the Indonesian Curriculum. Setyono and Widodo (2019) analyzed one of the government-approved books for grade 12 that is currently in use. Although the presence of international values is still standard, the textbook contains sufficient Indonesian culture to serve as the textbook's native culture. In addition, James (2004) examined teachers' perceptions of the impact of multicultural values on classroom curriculum in her previous dissertation. These perceptions centered on the concept of multicultural and diversity sensitivity. The results indicated that teachers tend to provide their students with multicultural and diverse experiences. They believe that exposing students to specific diversity-awareness experiences will enhance their understanding of the values. The studies of English textbooks used by primary school pupils in eastern Botswana revealed that cultural diversity in four of the textbooks analyzed is still insufficient (Magogwe, 2009). Their textbooks continue to emphasize modern culture, which is not in accordance with the students who reside in rural areas, where modern culture is unimaginable. The findings also indicate that neither the students nor the instructors have any or very limited knowledge of cultural diversity in English textbook instruction. Fortunately, students have a strong desire to acquire English despite the paucity of cultural knowledge in their textbooks. According to a study of English textbooks in Japan, teaching diversity through the study of English is a growing trend in the use of English as a multicultural language (Yamada, 2010). Through their textbook, they discovered that they were exposed to a variety of international cultures, including Japanese culture. As English becomes a global language that belongs to everyone and serves so many additional purposes, their English textbook could serve the purpose of instilling positive attitudes, such as anti-racist attitudes. Before and after taking a course on multicultural values, according to a pilot study by Rivera, students' perspectives changed. The students believe they are capable of addressing diversity issues, which are the multicultural values that Rivera emphasized (Rivera, 2010). This study examines the effect of culturally inclusive textbooks on the language learning outcomes, motivation, and cultural awareness of students in institutions with diverse student populations.

2. Students' Language Learning Attitude

The language learning attitude of a student is his or her reaction to something related to the language learned. Students' attitudes toward language acquisition cannot be separated from their motivation to study English. Numerous studies have examined the effect of teachers on student achievement. Gardner's investigation was one of the studies on the function of language learning attitude. Gardner (1985) described the relationship between language learning attitudes and student achievement. Gardner's Attitude or Motivation Test Battery (Gardner, 1985) contained hundreds of statements regarding the attitude and motivation of students toward English learning and teaching. Using Gardner's work, it is worthwhile to assess the attitude of language learners.

Students who acquire English in Indonesia encounter a significant problem with language acquisition (Rezaei et al., 2019). World Englishes become the new learning and instruction standard. Students are frightened by the fact that many instructors and students still adhere to the standard of using English, particularly dialect. By contemplating their accents, grammatical structures, and other minutiae, students tend to develop apprehension regarding their English-speaking ability. According to a previous study, "non-standard" English is defined as spoken or written varieties that are not anticipated to be similar to the standard variety in terms of pronunciation, grammar, or vocabulary (Rezaei, Khosravan, & Mottaghi, 2019). Students must be taught to practice English with self-assurance, without fear of breaking rules or straying from the minimum standard.

In the process of learning and teaching English, particularly in countries where English is a foreign language, speaking ability has remained the most difficult skill to master, second

only to listening ability. The lack of practice and environment contribute to its occurrence. English speaking proficiency must be practiced with the learner's complete intent and the environment's full support. Additional barriers to exercising English speaking skills include students' apprehension. Students are typically reserved and self-conscious when speaking a foreign language. They are uncomfortable and fearful of making an error. Riasati (2018) stated in a previous study that students' propensity to speak English is related to students' anxiety and their motivation to acquire a language, thus influencing their learning process in the classroom.

Wutun et al. (2018) asserted in his study that introducing culture, particularly local culture, as an instrument for making English speaking practice comfortable discussion is effective in English learning and teaching. In addition, the local culture contributes to the enjoyment of the learning and teaching process. As part of the learning and teaching process, the culture's ability to inspire students would have a significant impact on the process. It does not always focus on the primary component of the learning and teaching process, but also serves as an icebreaker.

METHODS

The present study employs a double correlation research design (Kinnear and Gray, 2006). This research design measures the statistical relationship between two variables without the influence of any additional variables. The demographic of this study consists of pupils in the eleventh grade of senior high school. 105 students out of 350 have completed the questionnaire. We chose these students because we believe they are mature enough to respond appropriately to cultural diversity. The analyzed textbook was the Ministry of Education's for the eleventh grade of senior high school. This option has been utilized by the teacher in the learning and instructional processes.

We utilized the table of textbook visual representation from the Discourse Analysis study conducted by Setyono and Widodo (2019) in order to visually depict the component of multicultural values. We also utilized Ndura's (2004) examination of the invisibility, lack of credibility, and perpetuation of stereotypes regarding learner cultures seen in these resources. The purpose of this tool is to aggregate and categorize all visual elements, such as photos and icons, employed in the textbook, facilitating their organization and enabling further analysis. In terms of the verbal or literary portrayal of the book, the researcher would analyze and characterize various elements such as focus paragraphs, reports, commands, melodies, and other relevant components.

The assessment of students' attitudes of multicultural values is based on two questionnaires: the Munroe Multicultural Attitude Scale Questionnaire (2006) and the Multicultural Personality Questionnaire (2001). The researcher incorporates three principles, namely Know, Care, and Act, derived from Munroe's questionnaire. The selection is based on the understanding that the researchers have identified several categories of values in the textbook chosen from the list of values outlined in Setyono and Widodo's (2019) study. The second questionnaire was patterned after Gardner's (1985) Attitude or Motivation Test Battery. This test was adopted as the instrument in a previous study, and it has been deemed a reliable test (Ndura, 2004). Gardner's questionnaire is being modified to assess the attitude of language learners. Twenty statements were selected in total by the researchers.

Finally, the speaking ability of the students is measured using five criteria. These qualifications include vocabulary, grammar, pronunciation, fluency, and comprehension. These five criteria for speaking aptitude are derived from Brown's six criteria. Brown (2004) defines vocabulary as the appropriate diction used in communication. The test will consist of questions about cultures or values they may have learned from their textbooks or instructors' explanations. The researcher also analyzed the book to identify a suitable theme or topic that

has been taught or will be taught in the future, so that the topic of the speech is pertinent to what the students may have learned from the textbook.

FINDINGS AND DISCUSSION

FINDINGS

The Correlation Between Students' Perception on Multicultural Values, Learning Attitude and Speaking Ability

The researcher used Person Product Moment to determine the relationship between the students' language learning attitude and students' speaking ability. The decision is made because the distribution of the data is normal. The significance value of Students' Perception on Multicultural Values (X1) and Students' Speaking Ability (Y1) is 0.003 which is lower than 0.05. The significance value of the test is 0.287. By looking at the number of correlations of the test which is 0.287, we concluded that the level of correlation is in low category. So, there might high chance for students to get higher score of speaking ability if their perception of multicultural is also great or vice versa.

Answering question whether there is correlation between students' language learning attitude and speaking ability, the analysis shows that there is correlation between students' language learning attitude (X2) and students' speaking ability (Y1). It is because the significance value is 0.000 which is lower than 0.05 and the coefficient correlation is 0.414. Looking at the correlation value and based of category level of correlation, the researcher conclude that the correlation of these variable is in moderate category.

In addition, the correlation between students' perception on multicultural values and students' language learning attitude shows the significant value in 0.005 which is lower than 0.05. Then, the coefficient correlation of the test is 0.271. This mean that there is a correlation between the variables. The result of correlation value is 0.271. Based on the table of correlation, we concluded that the correlation of the two variables is on moderate level.

Table 1. The Multiple Correlation among Students' Perception on Multicultural Values, Students' Language Learning Attitude and Students' Speaking Ability

Model Summary									
Model		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	f1	f2	Sig. F Change
	453 ^a	0.205	0.189	7.129	0.205	13.154		02	0.000
a. Predictors: (Constant), Students' Attitude, Students' Perception									

The table depicted the relationship between students' perceptions of multicultural values, their language-learning attitudes, and their speaking abilities. The significance value can be determined from the Sig. F Change value of 0.000. It indicates that there is a relationship between those variables. Based on the value of R in the table, which is 0.453, the researcher may conclude that the correlation between these variables is moderate.

DISCUSSION

After conducting all the necessary tests to determine the relationship between students' perception of multi-cultural values, their language learning attitude, and their English speaking ability, this study demonstrates that Students' Perception of Multi-Cultural Values in the English textbook correlates with Students' Speaking Ability. The significance value of the test is less than 0.05, or 0.003, and the correlation coefficient is 0.287%. This test result validates the findings of Setyono and Widodo (2019). According to Wutun, Arafah, and Yassi

(2018), the cultural aspect of students has a direct impact on reducing students' fear of public speaking by incorporating familiar topics into the learning and teaching process. Pandian, Baboo, and Mahfoodh (2016) have demonstrated that the presence of multicultural values has positive effects on students' perspectives. These advantages include an increase in student motivation and attitude toward study, the opportunity for active student participation, and an enhancement of the intellectual ambiance in the classroom.

Significant correlation exists between students' perceptions of multicultural values and their language learning attitudes. The sig. value is 0.003 0.05, and the correlation coefficient is 0.271%. Even though the correlation between these variables is low, this result is consistent with Rivera's research. Students reported an increase in their desire to study after completing a course on multicultural values that emphasizes engaging in diversity issues awareness (Rivera, 2010). Their interest in learning English in general and in gaining a deeper understanding of multicultural issues is intensifying. In addition, students' propensity to speak impacts their English proficiency and performance (Riasati, 2018). Students' Language Learning Attitude is correlated with Students' Speaking Ability (Y). The value produced is 0.000, which is less than 0.05. In addition, the significance value of the correlation between Students' Perception of Multicultural Values (X1) and Students' Speaking Ability (Y1) is 0.41. Moreover, it indicates that there is a relationship between the two variables. The attitude and motivation of students to learn improve their speaking performance in practice (Riasati, 2018). Moreover, students' emotional states influence their ability to speak English in the same way that students' apprehension has a significant impact on their speaking performance (Wutun, Arafah, & Yassi, 2018).

Students' Perception on Multicultural Values in English-Language Textbooks (X1), Students' Language Learning Attitude (X2), and Students' Speaking Ability (Y), as determined by Multiple Person Product Moment, have a significance value of 0.000. The number indicates a correlation between these three variables. The correlation coefficient of 0.453 indicates that the level of correlation is moderate.

This study suggests that demonstrating a particular response and perceptiveness toward the experiences of diversity awareness from a teacher's explanation is beneficial in the classroom. Their awareness of the values would provide them with the opportunity to improve their attitude toward language acquisition (Setyono & Widodo, 2019). The researcher conducted a test of the students' understanding of the values and came to the conclusion that the imparting of multicultural values in the classroom was indicative of a high level of comprehension.

CONCLUSIONS

Looking at the results of every hypotheses which have been mentioned on discussion, the researcher could say that there is a correlation among students' perception on multicultural values, their language learning attitude and their speaking ability. Meaning that if students have a good perception or point of view of multicultural values from their textbook, there would be a good chance that they would have a good learning attitude and motivation and soon there would be a bigger chance for them to have a good speaking ability as well. Further studies can complement the quantitative findings with qualitative data, such as interviews to gain a deeper understanding of the mechanisms and factors that mediate the relationship between multicultural values, learning attitudes, and speaking abilities.

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